



# Community Risk Educator

## Course Plan

### Course Details

<b>Certification:</b>	Community Risk Educator
<b>CTS Guide:</b>	Community Risk Educator Certification Training Standards Guide
<b>Description:</b>	This course provides the skills and knowledge needed for the Community Risk Educator to perform his/her duties safely, effectively, and competently by coordinating and delivering existing educational programs and information.
<b>Designed For:</b>	Community Risk Educator Candidate
<b>Prerequisites:</b>	Introduction to Incident Command System I-100 National Incident Management System (NIMS): An Introduction 700 Instructor I: Instructor Methodology OR Training Instructor 1A Cognitive Lesson Delivery Fire Prevention I: Fire & Safety Inspections OR Fire Prevention 1A: Introduction to the California Fire Code Bridge OR Company Officer 2C: Fire Inspections and Investigation OR Three college-level units in Introduction to Fire Technology
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours:</b>	Lecture: 18:00 Activities: 5:00 Testing: 1:00
<b>Hours (Total):</b>	24:00
<b>Maximum Class Size:</b>	30
<b>Instructor Level:</b>	Instructor Level I
<b>Instructor/Student Ratio:</b>	1:30

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**Restrictions:** None

**SFT Designation:** CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0
- Or
- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

#### Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/SFTCurriculum.php>

Activity 4-3: Presenting Fire and Life Safety Lesson Plans

#### Student Resources

To participate in this course, students need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0
- Or
- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

#### Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- None

### Unit 1: Introduction

#### Topic 1-1: Orientation and Administration

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

##### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

##### Discussion Questions

1. What is a formative test? What is a summative test?

##### Activities

1. To be determined by the instructor.

#### Topic 1-2: Community Risk Educator Certification Process

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Community Risk Officer Certification track, the courses and requirements for Community Risk Educator certification, and be able to describe the capstone task book and testing process.

##### Enabling Learning Objectives

1. Identify the different levels of certification in the Community Risk Officer certification track

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- Community Risk Educator
  - Community Risk Specialist
  - Community Risk Officer
2. Identify the courses required for Community Risk Educator
    - Community Risk Educator
  3. Identify any other requirements for Community Risk Educator
    - Six months of full-time experience or one year volunteer experience in fire and life safety education.
  4. Describe the capstone task book process
    - Complete all prerequisites and course work
    - Submit application and fees to request capstone task book
    - Complete all job performance requirements included in the task book
    - Must have identified evaluator verify individual task completion via signature
    - Must have Fire Chief or authorized representative verify task book completion via signature
    - Must be employed by a Fire Agency in the position prior to submitting completed task book to State Fire Training
  5. Describe the capstone testing process
    - Complete course work
    - Schedule online capstone test
    - Schedule skills evaluation test

### Discussion Questions

1. How many levels are there in the Community Risk Officer Certification track? What are they?

### Activities

1. To be determined by the instructor.

## Unit 2: Administration

### Topic 2-1: Documenting and Recording Fire and Life Safety Educational Activities

#### Terminal Learning Objective

At the end of this topic, a student, given specific forms and formats, will be able to document and record all fire and life safety educational activities by completing each component of the form or format with the correct information.

#### Enabling Learning Objectives

1. Describe required forms or formats
2. Identify reporting procedures
3. Identify scheduled activities
4. Utilize forms and formats
5. Gather and assemble information

### Discussion Questions

1. What information is necessary to document fire and life safety educational activities?

### Activities

1. Given a specific form and topical information, complete a community service request.

### Instructor Notes

1. Provide sample forms for community service requests.
2. Students can also bring in sample forms from their agency.

**CTS Guide Reference:** CTS 1-1

## Topic 2-2: Completing Fire and Life Safety Activity Reports and Forms

### Terminal Learning Objective

At the end of this topic, a student, given specific forms or formats and information on activities, will be able to complete all components of the activity reports with the correct information.

### Enabling Learning Objectives

1. List types of educational activities
2. List classifications for activities
3. Identify types of documentation methods and authority having jurisdiction-preferred methods
4. Explain the purpose of the forms or formats
5. Compile information
6. Maintain records

### Discussion Questions

1. What are two examples of fire and life safety educational activities?

### Activities

1. Listen to a fire and life safety activity request from a member of the public and fill out the appropriate form with the information given.

### Instructor Notes

1. Provide an example recording or written message of a public request.

**CTS Guide Reference:** CTS 1-2

## 2-3: Scheduling and Completing Fire and Life Safety Activities

### Terminal Learning Objective

At the end of this topic, a student, given a list of events, activity requests, pre-activity requirements, and time allotments, will be able to schedule and complete all activities in a work schedule without conflict.

### Enabling Learning Objectives

1. Identify scheduling limitations and program requests
2. Schedule time for pre-activity requirements
3. Schedule events without conflict

### Discussion Questions

1. What pre-activity tasks do you need to accomplish prior to an event?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider distributing samples of event calendars, activity requests, pre-activity requirements, and time allotments.

**CTS Guide Reference:** CTS 1-3

## 2-4: Identifying Fire and Life Safety Community Resources

### Terminal Learning Objective

At the end of this topic, a student, given a current list of resources, organizations, and identified need(s), will be able to identify community resources, services, and organizations, and refer the public to the applicable resource(s).

### Enabling Learning Objectives

1. Identify current community resources, services, and organizations
2. Convey information

### Discussion Questions

1. How would you describe a community resource, service, or organization?
2. What common community resources, services, and organizations are available for citizens with community service inquiries?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-4

## Unit 3: Planning and Development

### Topic 3-1: Identifying and Sharing Information with Fire and Life Safety Partners

#### Terminal Learning Objective

At the end of this topic, a student, given current fire and life safety issues and community resources, services, and organizations, will be able to identify partners and share information and resources to address current fire and life safety issues.

#### Enabling Learning Objectives

1. Identify current community resources, services, and organizations
2. Analyze current fire and life safety issues
3. Identify organizations with common fire and life safety goals
4. Recognize opportunities for shared effort(s)

#### Discussion Questions

1. What is the benefit to the Community Risk Educator of finding an available resource to solve a citizen's inquiry, even if it is not a fire department problem?
2. What opportunities do the fire department and community resource organizations have to discuss common goals?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider providing a list of fire and life safety “hot topics” and a contact list of fire service-related organizations.

**CTS Guide Reference:** CTS 2-1

## Unit 4: Education and Implementation

### Topic 4-1: Selecting Fire and Life Safety Instructional Materials

#### Terminal Learning Objective

At the end of this topic, a student, given a subject, learning objectives, the intended audience, and related resources, will be able to select instructional materials specific to the audience and activity objectives.

#### Enabling Learning Objectives

1. Describe learning characteristics of varied audiences and instructional material content
2. Locate applicable instructional materials

#### Discussion Questions

1. Why is it important to know target audience learning characteristics before selecting program material?
2. What repercussions could you foresee when using inappropriate instruction materials?
3. What are some considerations when selecting educational materials appropriate for the topic and target audience?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider available resources for selecting instructional materials specific to the audience and activity objectives, such as puppets and characterization.
2. Refer to NFPA 1035 Annex A, Section 6.4.4 for differences in audience characteristics.

**CTS Guide Reference:** CTS 3-1

### Topic 4-2: Practicing Safety During Fire and Life Safety Educational Activities

#### Terminal Learning Objective

At the end of this topic, a student, given a lesson plan and a list of equipment, will be able to practice safety during fire and life safety education activities/demonstrations without injury to the educator or participants.

#### Enabling Learning Objectives

1. Identify potential hazards
2. Define injury reduction strategies
  - Identify personal protective equipment
3. Recognize and mitigate potential hazards

### Discussion Questions

1. What are some potential hazards of a live fire demonstration?
2. What activities are appropriate for different age levels?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Refer to NFPA 1035 Annex A, Section 5.1 for injury reduction strategies.

**CTS Guide Reference:** CTS 3-2

## Topic 4-3: Presenting Fire and Life Safety Lesson Plans

### Terminal Learning Objective

At the end of this topic, a student, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, settings, and an identified audience, will be able to present and follow the lesson plan in order to meet objectives.

### Enabling Learning Objectives

1. Identify lesson content
2. Describe learning objectives
3. List presentation methods
4. Identify specific audience needs
5. Demonstrate presentation skills and methods

### Discussion Questions

1. How does verbiage change when talking to different age groups?
2. What is the purpose of a lesson plan?
3. What are common components of a lesson plan?

### Activities

1. Activity 4-3: Presenting Fire and Life Safety Lesson Plans

### Instructor Notes

1. Refer to NFPA 1035 Annex A, Section 5.4.3 for typical presentation methods.

**CTS Guide Reference:** CTS 3-3

## Topic 4-4: Notifying the Public of Fire and Life Safety Events

### Terminal Learning Objective

At the end of this topic, a student, given a scheduled event, will be able to notify the public of the location, date, time, topic, and sponsoring agency of a scheduled event.

### Enabling Learning Objectives

1. Identify publicity methods
2. List local media resources
3. Review policies regarding dissemination of information
4. Utilize information technology
5. Distribute information

### Discussion Questions

1. How many different mediums could you utilize to announce an event?



### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 3-4

## Topic 4-5: Disseminating Fire and Life Safety Educational Information

### Terminal Learning Objective

At the end of this topic, a student, given information and/or materials, a specified audience, and a time frame, will be able to disseminate educational information to the audience within a specified time.

### Enabling Learning Objectives

1. Describe legal requirements and policies for the distribution and posting of materials
2. List distribution methods
3. Describe venues for communicating with various audiences
4. Utilize available Information technology
5. Determine time requirements for processing information
6. Disseminate information

### Discussion Questions

1. What are the proper channels for disseminating educational information to a specified audience?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Refer to NFPA 1035 Annex A, Section 6.4.4 for additional guidelines and explanations.

**CTS Guide Reference:** CTS 3-5

## Unit 5: Evaluation

### Topic 5-1: Administering Fire and Life Safety Evaluation Methods

#### Terminal Learning Objective

At the end of this topic, a student, given the appropriate evaluation instrument and testing policies and procedures administer an evaluation method to measure lesson outcomes.

#### Enabling Learning Objectives

1. Identify evaluation instruments
2. Describe learning objectives
3. Review testing policies and procedures
4. Apply testing policies and procedures

#### Discussion Questions

1. What is the purpose of the evaluation process?
2. What is the role of the Community Risk Educator in the evaluation process?

3. What is the proper procedure for administering an evaluation instrument for a fire and life safety education presentation?

### **Activities**

1. To be determined by the instructor.

### **Instructor Notes**

1. Consider sharing different examples of evaluation techniques with the students.

**CTS Guide Reference:** CTS 4-1

## **Topic 5-2: Scoring Fire and Life Safety Evaluation**

### **Terminal Learning Objective**

At the end of this topic, a student, given scoring procedures and a grading scale will be able to score an evaluation instrument to determine lesson outcomes.

### **Enabling Learning Objectives**

1. Describe scoring techniques
2. Identify grading techniques
3. Determine grading scales
4. Report information

### **Discussion Questions**

1. What is the proper procedure for scoring the results of an evaluation following a fire and life safety education presentation?

### **Activities**

1. To be determined by the instructor.

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-2

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### Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Community Risk Educator Certification Process			
Lecture	1:00		
Activity 1-2: To be determined by instructor		00:00	
<b>Unit 1 Totals</b>	<b>2:00</b>	<b>00:00</b>	<b>2:00</b>
<b>Unit 2: Administration</b>			
Topic 2-1: Documenting and Recording Fire and Life Safety Educational Activities			
Lecture	1:00		
Activity 2-1: Recommended by SFT		0:30	
Topic 2-2: Completing Fire and Life Safety Activity Reports and Forms			
Lecture	1:00		
Activity 2-2: Recommended by SFT		0:30	
Topic 2-3: Scheduling and Completing Fire and Life Safety Activities			
Lecture	1:00		
Activity 2-3: To be determined by instructor		00:00	
Topic 2-4: Identifying Fire and Life Safety Community Resources			
Lecture	1:00		
Activity 2-4: To be determined by instructor		00:00	
<b>Unit 2 Totals</b>	<b>4:00</b>	<b>1:00</b>	<b>5:00</b>
<b>Unit 3: Planning and Development</b>			

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 3-1: Identifying and Sharing Information with Fire and Life Safety Partners			
Lecture	2:00		
Activity 3-1: To be determined by the instructor		00:00	
<b>Unit 3 Totals</b>	<b>2:00</b>	<b>00:00</b>	<b>2:00</b>
<b>Unit 4: Education and Implementation</b>			
Topic 4-1: Selecting Fire and Life Safety Instructional Materials			
Lecture	2:30		
Activity 4-1: To be determined by the instructor		00:00	
Topic 4-2: Practicing Safety During Fire and Life Safety Educational Activities			
Lecture	1:00		
Activity 4-1: To be determined by the instructor		00:00	
Topic 4-3: Presenting Fire and Life Safety Lesson Plans			
Lecture	2:00		
Activity 4-3: Mandatory		4:00	
Topic 4-4: Notifying the Public of Fire and Life Safety Events			
Lecture	1:00		
Activity 4-4: To be determined by instructor		00:00	
Topic 4-5: Disseminating Fire and Life Safety Educational Information			
Lecture	1:30		
Activity 4-5: To be determined by instructor		00:00	
<b>Unit 4 Totals</b>	<b>8:00</b>	<b>4:00</b>	<b>12:00</b>
<b>Unit 5: Evaluation</b>			
Topic 5-1: Administering Fire and Life Safety Evaluation Methods			
Lecture	1:00		
Activity 5-1: To be determined by instructor		00:00	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 5-2: Scoring Fire and Life Safety Evaluation			
Lecture	1:00		
Activity 5-2: To be determined by instructor		00:00	
<b>Unit 5 Totals</b>	<b>2:00</b>	<b>00:00</b>	<b>2:00</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>18:00</b>	<b>5:00</b>	<b>23:00</b>

### Course Totals

Total Lecture Time (LT)	18:00
Total Activity Time (AT)	5:00
Total Testing Time (TT)	1:00
<b>Total Course Time</b>	<b>24:00</b>